DOCUMENT RESUME

ED 081 167 EC 052 541

TITLE	Accountability Study for Trainable Mentally Retarded Children and Youth.
INSTITUTION	Duval County School Board, Jacksonville, Fla.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	27 Jul 73
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DESCRIPTORS	*Behavioral Objectives; *Educational Accountability; *Evaluation; *Exceptional Child Education; Mentally Handicapped; Special Education Teachers; *Trainable Mentally Handicapped; Workshops

ABSTRACT

Twelve teachers of trainable mentally handicapped children participated in a 7 week workshop which revised and expanded a previously developed catalog of behavioral objectives as part of an educational accountability study. Approximately 600 behavioral objectives with accompanying methods, materials, activities, and criterion test items were produced. At Saturday workshops in six Florida counties, 105 special education teachers ranked and validated the objectives. Ninety-seven parents group ranked the clusters of objectives and 57 parents did an individual Q-Sort ranking. It was planned that personnel from five community agencies would also rank and validate the objectives. New objectives were developed in areas such as physical motor, recreation, and occupational competency. Examples of objectives included ability to cross at traffic light, know purpose of bank, identify where to buy things, look up a telephone number, hop, keep hands to self, and understand that money is earned. An evaluation panel of three experts in the area of mental retardation studied the project's model and content and reported on the model's completeness, usefulness, and conformity with state department's guidelines for behavioral objectives. (DB)

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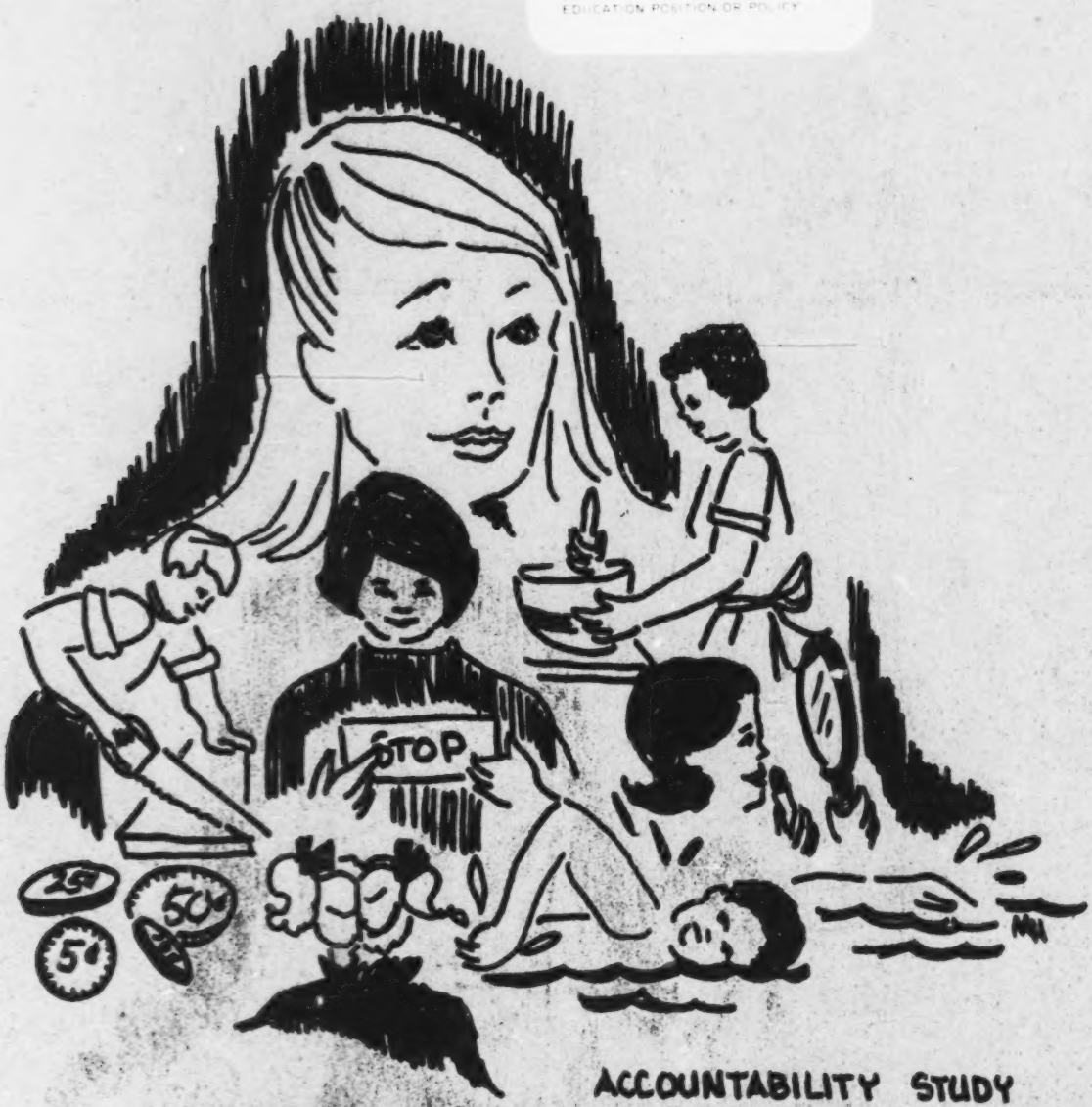


ACCOUNTABILITY STUDY
FOR TRAINABLE MENTALLY RETARDED CHILDREN AND YOUTH

TITLE VI-B

DUVAL COUNTY SCHOOL BOARD
JACKSONVILLE, FLORIDA

EC 052 541

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

FORM APPROVED
O.M.B. NO. 51-R0803

PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

1. STATE EDUCATIONAL AGENCY ACTION *(To be completed by State educational agency)*

STATE CODE (A)	STATE PROJECT NUMBER (B)	SEA CLASS (C)	DATE APPROVED (D) Month	Day	Year	AMOUNT APPROVED (E)	ALLOCATED FROM FEDERAL FY (F)
A						$	19____

2. MAINTENANCE OF FISCAL EFFORT

SECOND PRECEDING FISCAL YEAR (A)	FIRST PRECEDING FISCAL YEAR (B)
$	$

3. APPLICANT AGENCY

BC

(a) NAME OF ADMINISTRATOR *(Last, first, middle initial)*: Dr. Gunning, John T.

(b) NAME OF AGENCY: Duval County School Board

(c) NUMBER AND STREET: 1325 San Marco Blvd.

(d) CITY: Jacksonville | (e) STATE: Florida | (f) ZIP CODE: 32207

(g) COUNTY: Duval

TELEPHONE (h) AREA CODE: 904 | (i) NUMBER: 633-6350 | (j) EXTENSION:

(k) CONGRESSIONAL DISTRICT NUMBER → 3

4. PROJECT DIRECTOR

(a) NAME OF DIRECTOR *(Last, first, middle initial)*: Geiger, William L.

(b) NAME OF SCHOOL OR BUSINESS: Palm Avenue Exceptional Child Center

(c) NUMBER AND STREET: 1301 Palm Avenue

(d) CITY: Jacksonville | (e) STATE: Florida | (f) ZIP CODE: 32205

(g) COUNTY: Duval

TELEPHONE (h) AREA CODE: 904 | (i) NUMBER: 781-9172 | (j) EXTENSION:

5. PROJECT DURATION

	Month	Day	Year
(a) FROM	7	1	72
(b) TO	6	30	73

D

6. TITLE OF PROJECT *(Limit to 50 characters, including punctuation and spaces)*

T.M.R. Accountability Study

E

7. LEGISLATIVE FUNDING AUTHORITY	CHECK ONE
(a) P.L. 89-313	
(b) PART B, EHA	X
(c) PART C, EHA - D-B	
(d) PART C, EHA - ECE	
(e) PART G, EHA	
(f) OTHER *(Specify)*	

8. OTHER FUNDING SOURCES	
(a) Local	$
(b) State	
(c) Other Federal title *(Specify)*	
(1)	
(2)	
(3)	
(d) Other	
(e) TOTAL	$

9. TYPE OF FORM	CHECK ONE
(a) Application	
(b) Application Amendment	
(c) Report	X
(d) Report Amendment	

F

10. (a) SIGNATURE OF AUTHORIZED OFFICIAL: J. K. Gunning

(b) DATE: July 27, 1973

11. OE USE ONLY	
School District Code	
Vendor Code	

OE FORM 9025, 1/72 REPLACES OE FORM 9025, 12/70, WHICH IS OBSOLETE

12. PROJECT EXPENDITURES

(APPLICATION - Give estimated dollar amount of Federal funds required. REPORT - Give actual expenditures and unliquidated obligations.)

A. BY EXPENDITURE ACCOUNTS *(See OE Handbook II)*	SALARIES *(a)*	CONTRACTED SERVICES & OTHER EXPENDITURES *(b)*	TOTAL AMOUNT *(c)*	B. BY TYPE OF HANDICAPPED CHILDREN BENEFITING	AMOUNTS *(d)*
CD					
(1) Administration *(100)*	$	$	$	*(1)* Trainable Mentally Retarded	$ 61,093.07
(2) Instruction *(200)*	27,208.59	25,305.44	52,514.03	*(2)* Educable Mentally Retarded	
(3) Attendance Services *(300)*				*(3)* Learning Disabled	
(4) Health Services *(400)*				*(4)* Emotionally Disturbed	
(5) Pupil Transportation *(500)*				*(5)* Other Health Impaired	
(6) Operation of Plant *(600)*				*(6)* Crippled	
(7) Maintenance of Plant *(700)*				*(7)* Visually Handicapped	
(8) Fixed Charges *(800)*		2,579.02	2,579.02	*(8)* Deaf-blind	
(9) Food Services *(900)*				*(9)* Deaf	
(10) Student Body Activities *(1000)*				*(10)* Hard of Hearing	
(11) Community Services *(1100)*				*(11)* Speech Impaired	
(12) SUB-TOTAL *(100 thru 1100)*	$ 27,208.59	$ 27,884.46	$ 55,093.05	*(12)* TOTAL HANDICAPPED	$ 61,093.07
(13) Sites *(1210)*				C. BY SPECIAL CATEGORIES	
(14) Buildings *(1220A and B)*				*(1)* Preschool Project Activities	$
(15) Remodeling *(1220C)*				*(2)* Voc-ed Project Activities	
(16) Equipment for Instruction *(1230C)*				*(3)* Inner City Project Activities	
(17) Other Equipment *(1230 except C)*			4,087.09	*(4)* Minority Group Project Activities	
(18) CAPITAL OUTLAY *(1200 series)* SUBTOTAL			$ 4,087.09	*(5)* Inservice Training of Staff	
~~Indirect Costs (1310)~~ 1,912.93					
(19) GRAND TOTAL *(Sum of both sub-totals)*			$ 61,093.07	*(6)* Parent Services	

13. PROJECT PARTICIPANTS

A. CHILDREN RECEIVING SERVICES

	TYPE OF HANDICAPPED CHILDREN SERVED	NUMBER OF CHILDREN SERVED							TOTAL SCHOOL DAYS
		0-2 YEARS (a)	3-5 YEARS (b)	6-9 YEARS (c)	10-12 YEARS (d)	13-18 YEARS (e)	19 AND OVER (f)	TOTAL (g)	(h)
A	(1) Trainable Mentally Retarded				258			258	
B	(2) Educable Mentally Retarded								
C	(3) Learning Disabled								
D	(4) Emotionally Disturbed								
E	(5) Other Health Impaired								
F	(6) Crippled								
G	(7) Visually Handicapped								
H	(8) Deaf-blind								
I	(9) Deaf								
J	(10) Hard of Hearing								
K	(11) Speech Impaired								
L	(12) TOTAL				258			258	

B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS

	NUMBER OF PERSONNEL PAID				MAN WEEKS PURCHASED
	TEACHERS (i)	TEACH. AIDES (j)	OTHER PERS. (k)	TOTAL PERS. (l)	(m)
A	122		22	144	189
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L	122		22	144	189

C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS

	NUMBER OF PERSONNEL TRAINED				CLOCK HOURS PROVIDED
	TEACHERS (n)	TEACH. AIDES (o)	OTHER PERS. (p)	TOTAL PERS. (q)	(r)
A	122		22	144	876
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L	122		22	144	876

M. D. CHILDREN RECEIVING SERVICES BY DEMOGRAPHIC AREA

	NUMBER (a)
(1) From inner city areas	
(2) From other urban areas (over 50,000)	258
(3) From rural areas (under 2,500)	
(4) From other demographic areas (From 2,500 to 50,000)	
(5) TOTAL (Lines D. (1)-(4))	258

E. MISCELLANEOUS INFORMATION

	(t)		(u)
(1) Children participating in preschool activity in this project	48	(6) Number of American Indian children involved in this project	
(2) Students participating in voc-ed activity in this project	35	(7) Number of Negro children involved in this project	138
(3) Multihandicapped children for whom components of this project were especially designed		(8) Number of Oriental children involved in this project	
(4) Children enrolled in nonpublic schools		(9) Number of Spanish surnamed children involved in this project	
(5) Additional children receiving only incidental services (not previously reported in this form)		(10) Number of parents receiving direct services through project funds	516
		(11) Number of non-paid volunteers participating in this project	

14. ABSTRACT *(Limit to the number of lines and space provided)*

A	OBJECTIVES	To modify, expand, and validate the evaluation of cost effectiveness of a TMR Program.
B		To revise and expand objectives so that they meet state specifications and cover all areas.
C		To validate the objectives by the opinion of teachers across the state, parents, and community agency personnel.
D		To develop methods, activities, and resources to be used in achieving objectives.
E		To develop videotapes and a training manual for a portion of the objectives.
F	ACTIVITIES	A seven week workshop was held during July and August, 1972. Twelve teachers of trainable mentally retarded were
G		involved in revising and expanding the catalogue of objectives. Approximately 600 behavioral objectives with
H		accompanying methods, materials, and activities, and criterion test items were produced. Saturday workshops were
I		held in six counties. One hundred and five teachers were involved in ranking and validating the objectives during
J		three workshops. Ninety-seven parents group-ranked the clusters of objectives and fifty-seven parents did an
K		individual Q-Sort ranking. Personnel from five community agencies in Duval County will rank and validate the
L		objectives during the Summer of 1973.
M	EVALUATIONS	A panel of three experts in the area of mental retardation studied the projects model and content and reported
N		on the model's completeness, usefulness, and conformity with state department guidelines for behavioral objectives.
O		A supplementary report will be forthcoming on the results of the projects validation activities involving other
P		teachers, parents, and community agency personnel. Video Tapes and a Training manual were not developed. Student
Q		performance data was not combined with cost information.

DESCRIPTORS *(Enter the number only of terms selected from ASIS Retrieval Terms Directory. See Instructions)*

R

NUMBER
009
074
081
095
116
135

GSA DC 72-8497

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN, UNDER P.L. 89-313, AMENDMENT TO TITLE I; AND TITLE VI-A, ESEA

APPLICATION, AMENDMENT, AND REPORT

FORM APPROVED
BUDGET BUREAU NO. 51-R0503

STATE

STATE PROJECT NUMBER

PART II - PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT

SECTION A - RELATION OF PROPOSED PROJECT TO APPLICANT'S SPECIAL EDUCATION PROGRAM

1. Gaps or Weaknesses. Indicate the major gaps or weaknesses in your overall special education program.

2. Elimination of Gaps or Weaknesses. Explain how this project will help to eliminate or ameliorate these gaps or weaknesses.

3. Coordination. Identify all agencies which have been consulted concerning the coordination of services provided under their programs with services to be provided under this project. Describe any special arrangements that have been made to coordinate the services to be provided by those agencies with the services proposed under this project.

4. Dissemination. Describe methods by which information concerning this project will be disseminated.

SECTION B - DESCRIPTION OF PROJECT OBJECTIVES, ACTIVITIES, AND EVALUATION

Each objective listed in this section of the application should be specific enough to indicate the type of activity needed to achieve it. A long range program may have GENERAL objectives in broad categories, such as Remedial Instruction, Reading, Health, and Recreation, Social and Cultural Development, Vocational Training, Food Services, and others; however, a Federal project must have SPECIFIC objectives which are attainable through educational activities and by providing necessary services to designated children.

1. Statement of each major project objective.

2. Designation of pupils to whom the objective is applicable.

a. Criteria to be used in selecting children to participate.

b. Number of children.

3. Description of activities to accomplish this objective. Include staff assignments to accomplish activities, number of children in each activity, school facilities, equipment, and materials to be used, specific resources, methods and procedures to be employed in carrying out activity, and special arrangements for participation of parents and inservice training of staff.

4. Criteria for Evaluation. Specific evaulation procedures, which are appropriate to the services to be provided and consistent with this objective. *(Describe the pre, during, and post evaluation methods and instruments to be used, and identify the personnel and other resources to be employed in the evaluation of your project.)*

5. Justification. Give justification for any capital outlay *(construction or equipment)* included in the project budget.

SECTION C - STATEMENT OF ASSURANCES

1. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make a project report within 30 days after termination of the project or, in the case of a multi-year project, within 30 days of the termination of the fiscal year from which this phase of the project is funded, and such other reports to the State educational agency *(in the case of Public Law 89-313, through the supervising State agency to the State educational agency)*, in such form and containing such information, as may be necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title. The applicant will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check *(1)* or *(2)*, not both:

(1) ☐ The Assurance of Compliance *(Form HEW 441)* previously filed with the U.S. Office of Education applies to this application.

(2) ☒ The activities conducted under this project during the regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education *(including modifications filed on Form HEW 441B)*, and all other activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department *(45 CPR 80.3)*.

d. The amounts of non-Federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

e. In the case of construction required for the operation of the project--

(1) The applicant will, prior to starting the construction or letting any bids, submit to the State educational agency all building plans and specifications for approval, and will award the construction contract within a reasonable period of time, which date shall in no event be later than June 30 of the following fiscal year.

(Continued on reverse.)

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it received Federal assistance under Title VI-A of Public Law 89-10.

(4) All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except where one or more items of construction are covered by an established alternate procedure, consistent with State and local laws and regulations, which is approved by the State educational agency as designed to assure construction in an economical manner consistent with sound business practice.

NOTE: THE FOLLOWING ITEMS (f, g, and h) APPLY TO TITLE VI-A PROJECTS ONLY.

f. In the case of local education agencies, the applicant assures that:

(1) This program or project has been developed in coordination with other public and nonpublic programs for the education of handicapped children, or for similar purposes in the areas served by the local education agency, and

(2) It will, in the conduct of this program or project, coordinate its activities under the State plan with such other programs.

g. To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in nonpublic elementary and secondary schools, provision has been made for participation by such children in programs and projects.

h. Activities and services funded under Title VI-A are provided for handicapped children other than (1) those in schools operated by a State agency which is directly responsible for providing their free public education, and (2) those handicapped children who are in other schools for whom a State agency is directly responsible.

CERTIFICATION

I CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me, as its representative, to give the above assurances and to file this application.

TYPED NAME OF AUTHORIZED REPRESENTATIVE	SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
John T. Gunning	X J. T. Gunning	July 27, 1973

SECTION A

RELATION OF PROPOSED PROJECT TO APPLICANT'S SPECIAL EDUCATION PROGRAM

1. Gaps and Weaknesses:

   (a) The first year of the Title VI-B "Accountability Study of the Program for Trainable Mentally Retarded Children and Youth" included development and field testing of objectives in the area of social adequacy, vocational readiness, and language. This left the other areas of relevance for trainable children, such as motor coordination, without objectives which were needed for a total catalog in this area.

   (b) Since 1972-73 was the first year an educational program was provided for 17 and 18 year old students, objectives were not written for this age group during the 1971-72 project year.

   (c) Some of the objectives in use during the 1971-72 project year did not meet all of the minimum characteristics defined by the State Department. Those objectives lacked the degree of specification necessary for utilization by other counties in the State of Florida.

   (d) A comprehensive list of methods, activities, and materials which may be used in meeting the objectives was not developed during the 1971-72 project year. Such a list of methods, activities, and materials would make the catalog more useful for teachers.

2. Elimination of Gaps and Weaknesses:

(a) The development of a more complete catalog of objectives for trainable students was carried out during the 1972-73 project year.

(b) Objectives were developed in most areas for 17 and 18 year old students.

(c) The objectives written and field tested during the first project year were revised so that they met all requirements for utilization statewide.

(d) Methods, activities, and materials for attaining the objectives were developed for all of the objectives.

3. Coordination:

This project does not provide for direct services to children which would require coordination of services by other agencies.

4. Dissemination:

The project staff conducted Saturday workshops with teachers of trainable mentally retarded children in Dade, Broward, Palm Beach, Polk, Orange, and Hillsborough counties in the state of Florida. The staff explained the purpose and history of the project to the teachers in each of these counties and directed them in ranking each objective for importance and in identifying omitted skills for which objectives needed to be written.

The project coordinator spoke to the membership of the Florida Association for Retarded Children at their annual convention.

The project staff and consultants gave a panel presentation of the purpose,

history, and activities of the project at the 1973 Florida State Convention of the Council for Exceptional Children.

The project staff presented the purpose, history, and activities of the project at the 1973 International Convention of the Council for Exceptional Children.

The project coordinator has disseminated copies of "Summary Evaluation Report 1971-72" and "Accountability Model", two reports on the 1971-72 project activities, to all interested correspondents.

Camera ready copy of all objectives, prepared to meet state specifications, will be submitted to State Research and Development for printing by October, 1973. The final printing of the catalog of objectives and a complete training manual for the evaluation of students' performance on the objectives will be delayed until completion of the 1973-74 project year. A second volume suggesting methods, activities, and materials that may be instructionally helpful in attaining objectives will also be printed by June of 1974.

SECTION B

DESCRIPTION OF PROJECT OBJECTIVES, ACTIVITIES, AND EVALUATION

1. The following were the objectives for the 1972-73 project year:

Mission Objective:

1.0 To modify, expand and validate the evaluation of the cost effectiveness of change in trainable mentally retarded students' behavior in all areas of concern necessary for adequate functioning in society, in such a way that the model and most of the objectives can be utilized statewide after the completion of the 1972-73 project year.

Terminal Performance Objectives:

1.1 To revise the objectives developed during the first project year in the areas of vocational readiness, social adequacy, and language, to serve as the first set of objectives for a statewide catalog in the area of trainable mentally retarded so that they meet all specifications of the state and can be utilized by any program in the state.

1.2 To develop pre-objectives and objectives for the other areas of importance not included in the original project, covering all areas of importance for the trainable child from 6 to 18 years of age.

1.3 To obtain validation of the objectives by teachers in similar programs across the state.

1.4 To validate the objectives by the opinion of parents.

1.5 To validate the objectives by the opinion of community agencies which provide services for the child before and after he leaves the educational program.

1.6 To incorporate into the modified evaluation design all of the objectives.

1.7 To complete development of methods, activities, and resources to be utilized in achieving a portion of the objectives.

1.8 To provide a comprehensive accountability report on the effectiveness of resource utilization in changing student behavior.

1.9 To develop a training manual and a set of video tapes of behaviors sighted in the objectives which require a high degree of teacher judgement to determine if the behavior meets the criteria in the objective.

2. Designation of Pupils:

All 258 children, ranging in age from 6 to 18, enrolled in the Duval County program for trainable mentally retarded children and youth housed at the DuPont, Grand Park, and Palm Avenue Exceptional Child Centers participated in the project.

3. Activities to Accomplish Objectives:

3.1 A seven week workshop involving twelve teachers of trainable mentally retarded children in Duval County was carried out during the months of July and August, 1972. Consultants aided these teachers in revising the objectives developed during the 1971-72 project year. The decision

as to which objectives were revised was based on the following: the results of the field testing during 1971-72 project year, review of the objectives by the certification panel for the 1971-72 project, and review of the objectives by the State Department of Education.

3.2 During the seven week summer session, objectives were developed in other relevant areas for trainable students including physical motor, utilization of recreational arts, and the development of an Occupational Competency for trainable students 17 and 18 years of age.

Throughout the year new objectives were added and revised for the component on Relating to the Environment.

3.3 The project staff contacted six counties having public school educational programs for 150 or more trainable students to determine if personnel from these counties would assist in validation of the objectives. The counties which participated were: Dade, Broward, Palm Beach, Polk, Orange, and Hillsborough. A Saturday workshop was held in each county for teachers and other county staff involved in the program for trainable mentally retarded children. During each workshop the project's purpose, history, and model were presented, and the teachers were involved in the following activities:

(a) Reading at least 10% of the objectives for clarity and indicating changes which they felt were necessary.

(b) Ranking the importance of each objective, module, and cluster on a five point scale.

(c) Recommending additional skills which they felt were valuable for trainable students but were not included in the set of objectives.

(d) Responding to an anonymous opinion questionnaire about the comprehensiveness, value, and usefulness of the catalog of objectives.

3.4 Parents were given a general orientation to the purpose and activities of the project at a PTA meeting held at Palm Avenue Exceptional Child Center at the beginning of the second year. At subsequent PTA meetings 97 parents were contacted and completed a ranking of the importance of the clusters on a five point scale. In addition, 57 of these parents were contacted individually and completed a forced ranking of the clusters using a Q-Sort technique.

3.5 The Duval Association for Retarded Children, the Division of Mental Retardation's Regional Center, Vocational Rehabilitation, United Cerebral Palsy, and Pine Castle School were contacted during the Summer of 1973. The staff of these organizations ranked the objectives, modules, and clusters for importance and indicated skill areas omitted from the catalog of objectives.

3.6 Criterion test items were developed by teachers and consultants during the seven week summer workshop. These measures were reviewed and revised by the project director, project evaluator, and evaluation consultant during the fall of 1972. These were developed in order to provide a higher degree of specification in measurement of the objectives.

The evaluation design developed for the 1972-73 project year includes the following components:

(a) An informal assessment of the student's ability on the objectives based upon the teacher's past

experience with the student. This is the first step in the selection of appropriate objectives for each student.

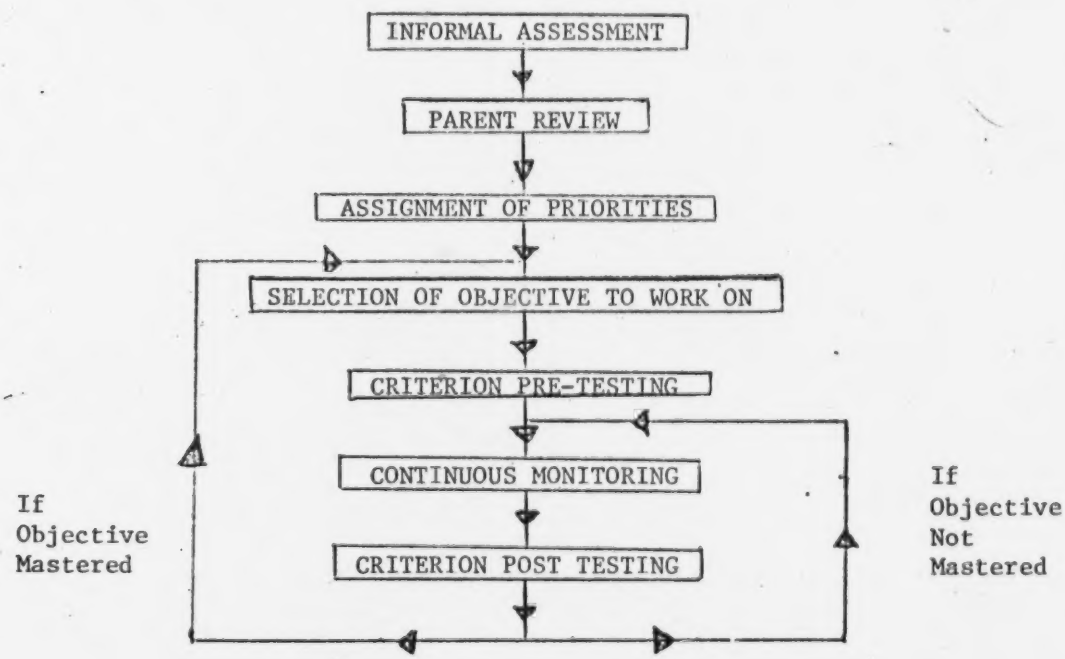
(b) Parent response to the objectives selected for the student on the basis of this informal assessment. (This allows for parental agreement or disagreement on the importance of these objectives.)

(c) Review of parent response and the assignment of teaching priority to the objectives.

(d) Formal assessment of the student using the criterion test items for the objectives with highest priority.

(e) Reassessment of the student with the criterion test item when the teacher feels the student's progress warrants it.

The following Flow Chart indicates the major components in the design:



The following evaluation design was prepared by the project evaluator, Dr. R. Keith Brown. The intent of this design is to provide assessment of student performance on individually selected objectives. The instruments used for assessment are the criterion test items developed for each objective.

EVALUATION DESIGN

(a) Initial Informal Assessment

The first step in the evaluation of the trainable student's performance is an informal assessment of the student's skills.

The teacher is given a catalog of all of the objectives in the program. In addition, he receives a checklist with a short written description of each of the objectives for each of his students. After the short one line description of each objective, a space is provided for the teacher to indicate if that particular objective is appropriate for the student in this particular year. By completing this checklist for each student, the teacher has indicated which of the objectives are appropriate for each of his students.

(b) Parent Review

The objectives marked as appropriate on the checklist for each student are then transferred to letter form and sent home to the parents of the child. It is explained to the parents that the objectives contained in the letter have been selected by the student's teacher as being most appropriate for this year.

The parents are requested to indicate any of the selected objectives that they feel are inappropriate for their child at this particular time. They are also asked to indicate any additional skills that they feel should be taught to their child during the present year.

(c) Assignment of Priorities

The checklist which the teachers completed and the response received from the parents are returned to the teacher. Based upon this information and the progress that the student has made during the interim, the teacher assigns priorities to the objectives. The priority of a given objective for a student is a combination of perceived importance of skill acquisition for the student and the teacher's instructional sequence.

By this process of informal assessment, all of the objectives which are inappropriate for the student at this particular time have been eliminated. Also those which are appropriate for the student have been ordered so that they can be assessed and worked on in an orderly fashion.

(d) Formal Criterion Pre-Testing

From the ordered set of appropriate objectives, the teacher selects the objective(s) that he intends to work on at this particular time. After the selection is made the teacher obtains the criterion test item for that particular objective and the testing materials, if any are necessary. The teacher then administers the test item to the student in the manner specified in the test item instructions. After administration of the test item, the teacher completes the recording form and turns it in for analysis.

If the student mastered the objective(s) on the pre-test, the teacher would select the next objective(s) and administer the criterion test(s) for that objective(s). If the student has not mastered the skill, the teacher would begin a program focused on assisting the student in acquiring the skill.

(e) Continuous Monitoring of Student Progress

At the completion of the first administration of the criterion test item(s), the teacher receives a checklist which lists an identical breakdown of the skills involved in mastering the objective as analyzed and outlined in the criterion test item. This checklist is for the teacher's use in the continuous monitoring of student progress toward mastery of the objective so that each time a student masters a new part of the objective this can be recorded. Thus the progress of the student in mastering the objective over time can be seen by the teacher.

Aspects of the instructional program designed to assist the student in acquiring this skill can be modified based on the progress of the student. A major focus of this evaluation design is to provide maximum information to the teacher. (It is the teacher in the educational program which makes the greatest impact on the acquisition of skills by the student. To a large extent whether this design is of value should be determined by the usefulness it has for teachers in modifying their instructional programs.)

(f) Formal Criterion Post-Testing

When the teacher thinks that the student has mastered the objective he again obtains the criterion test item and materials. He readministers the criterion test item to the student and turns in the completed recording form for analysis.

If the student mastered the objective, the teacher selects another objective on which to pre-test the student. If the student did not master the objective, the teacher continues instruction and post-tests again at a later time.

At the completion of the academic year the progress of the teacher with each student will be summarized for him. The progress of all students in mastery of the selected objectives is then combined with cost information for an administrative report.

3.7 The methods, activities, and materials to be used in attaining the objectives were written for each objective during the seven week summer workshop.

3.8 A decision was made late in the 1972-73 project year to focus on obtaining as much information as possible in order to revise the assessment procedures so that they would be of maximal use for the 1973-74 project year. Therefore, the proposed evaluation design (see 3.6) was modified in order to accomplish this goal. The following represents the activities in attempting to refine the analysis techniques planned for the 1973-74 project year:

EVALUATION ACTIVITIES

(a) The teachers completed an informal assessment of each student's observed ability on the objectives during January 1973.

(b) Lists of appropriate objectives for each student, compiled from the informal assessment forms, were given to the teachers. The teachers were asked to select the ten most important objectives on each list and rank these according to instructional priority for the individual student.

(c) A description of the top three to five objectives chosen for each student was sent home for the parent's information.

(d) The teachers administered criterion test items (pre-test) to each student. The items corresponded to the objectives which were

selected as appropriate for the individual student. (The number of test items administered to each student by a teacher varied from one to about five.)

(e) The criterion reference test items for each objective in the cluster on Writing were administered to 200+ students.

(f) The criterion reference test items for each objective in the module on Counting and Numeral Identification were administered to 50+ students.

3.9 Videotaping of students in classroom situations was only undertaken in a very limited fashion to assist in the development of the objectives for the component on Relating to the Environment.

It was determined by the project director that the development of a training manual should be delayed until the content, format, and assessment procedures were stabilized.

4. Criterion for Evaluation:

4.1 All materials developed during the 1972-73 project year were sent to Dr. Oliver Kolstoe, Head of Mental Retardation Area, University of Northern Colorado; Dr. Harold W. Heller, Head of Special Education Area, University of Alabama; and Dr. Bobby Palk, Director, Undergraduate Program, Special Education Area, University of Alabama, who comprised an evaluation panel for the project. After studying these materials for two days, the panel met from May 29 - June 1, 1973 to determine whether the project had met some of its stated objectives and to recommend future activities. The following is a

report of their findings:

REPORT OF EVALUATION PANEL - June 1, 1973

The Duval County TMR Accountability Study, after two years of operation appears to be one of the most comprehensive of its kind yet encountered by this consultant team. Consisting, as it does, of over 600 behavioral objectives with individual criterion tests for each objective, the sheer bulk of the materials fill three two inch notebooks.

The consultants were asked to address the two main questions of

(1) whether the behavioral objectives meet 90% of the minimum criteria for performance objectives adopted by the State of Florida.

It is the opinion of the consultant team that the behavioral objectives meet these criteria.

(2) whether the performance objectives cover at least 90% of all desired performance objectives for trainable children in Duval County, Florida.

The universe of desirable training objectives for any group of children at any given time can probably never be specified with complete accuracy. Furthermore, even if they could be specified, time changes circumstances so the item importance would be altered. Careful assessment of the 600 plus objectives lead the consultants to conclude that given the present circumstances, at least 90% of the items included are important to the development of the youngsters. Thus the consultants agree that the criteria, as presented in slightly changed form, have indeed been accomplished.

The nature of the visit by the consultants, however, went considerably beyond a look at only the accomplished tasks and attended to the potential impact on programs for the TMR in the State of Florida. Following are recommendations eminating from such deliberations:

A. Editing and Refinement:

Editing and refining the present volume is essential. This should include reducing each behavior objective to the least possible number of words without losing the purpose, clarity, and meaning. As an example the verbal interaction module under the social competency might be reduced to the following:

(1) Given a situation (as itemized below), the student will demonstrate positive affective verbal behavior at a level of average or above as determined by a

rating on the following scale: (very often - often - average - seldom - very seldom):

a. Unstructured group
b. Individual unstructured
c. Structured group
d. Individual structured

(2) Given a situation (as indicated below) the student will demonstrate task related verbal behavior at a level of average or above as determined by teacher rating on the following scale: (very often - often - average - seldom - very seldom):

a. Unstructured group
b. Individual unstructured
c. Structured group
d. Individual structured

The above is one of many specific means which could be used in the refinement of the behavioral objective statement leading to a reduction in the bulk of the material.

B. Additional Information:

(1) Mandatory legislation decrees that training responsibility for 16 to 18 year old TMR's will reside with the Florida public schools beginning next year. Since the schools have not been faced with these requirements, little factual information is available to guide those training efforts. It is therefore recommended that a selected sample of presently operating sheltered workshops (perhaps 5) be visited for the purpose of conducting frequency behavior counts. These can then be compared across workshops to aid in determining what kinds of behaviors seem to contribute to successful workshop performance. From this analysis, training activities can be specified and behavioral objectives written. Since they will have been derived from a sample of workshops, they should have statewide generality.

(2) A users' manual should be developed which would be designed to facilitate maximum utilization of the catalog and its accompanying documents by those persons most likely to avail themselves of it, i.e., teachers, administrators, State department, and parents. The manual would delineate how the catalog and its components should be used by each group for maximum effectiveness in meeting their needs. For example, teachers would be guided in their use of the criterion test measures and checklists to insure that appropriate diagnostic and instructional payoffs can result. More specifically,

the manual will specify the uses of material, its limitations, and those things which it cannot do.

The above manual would provide an overview of the catalog and its supporting volumes which would interrelate for the user all its components, behavioral objectives, methods and materials, criterion test measures, and checklists. To the maximum extent possible the manual should be kept concise, clear and specific to the uses to be made of the materials. It should probably not include an elaborate intra-indexing and cross-reference of the various components which would impede its easy utilization by a teacher or other appropriate persons. Nevertheless, it must be able to communicate to a given user the capability of the document to answer his needs with as much expediency as possible. If it does not, the manual may actually inhibit ultimate utilization of the materials, particularly by teachers.

The users' manual should also indicate clearly the use of this information in working with parents of retarded children (i.e., using parents to evaluate the appropriateness of specific objectives for their child, obtaining parental judgement in evaluating progress of their child, and using the checklist as a basis for reporting to parents).

(3) The consultants generally agreed that the materials, methods, and activities outlined in the present catalog may be of assistance to teachers in the form presented or with some major modifications. However, to be of greater use to teachers it is recommended that the methods and materials portions of the current behavioral objective pages should be separated into a supplementary resource which may be utilized by teachers as necessary in their instructional programs. The current activities material should also be edited for overlap and then referenced to specific behavioral objectives. In addition, it would be helpful if some form of hierarchy might be incorporated into this document which guides teachers in their selection of appropriate activities by age or competency levels. The present system of pre- and/or co-requisites might well suffice for this if a more definitive differentiation could be made between pre-requisite and co-requisite behaviors.

Another possibility would be to incorporate these, where necessary, into the already existing State curriculum guide for TMR's.

(4) A checklist of behavioral objectives in brief terms along with specific skills from the criterion

test measure necessary for achieving the objective should be developed. Evaluation of each child on this checklist would help the teacher to (1) determine the specific objectives needed, (2) determine the level of performance in meeting desired objectives, (3) evaluate the growth of each child over a determined time period, and (4) report to parents on progress of children. Such a checklist would require accomplishment judgement by teachers rather than the specific evaluation as described in the criterion test item, but would appear to be much more useable than the present, more formal testing procedure.

(5) The catalog, if developed according to the specific recommendations of the panel, could be used in at least two ways for State assessment activities.

(1) To assess by utilizing the highly sophisticated criterion test measures developed for the project. This would be in accordance with the State guidelines. Such a procedure, while desirable, would involve extensive time input by teachers and administrators, as well as a sizeable allocation of fiscal resources.

(2) To assess by utilizing the checklist which requires only the judgement of the teacher in determining performance of a given pupil. This procedure is highly feasible in terms of both cost and efficient use of human resources.

It would greatly enhance the appropriateness of the document if, in the assessment process utilized, normative data could be collected. The present document is somewhat limited in its applicability due to a lack of orientation of tasks to given age or broad educational level classifications. Such an orientation would likely result in a greater applicability of the material to teachers.

4.2 A panel of experts met for three days and examined the desirability of the performance objectives developed for most trainable children. (See "Report of Evaluation Panel" in 4.1.)

4.3 Mrs. Pamela Harrington, an advanced student in the Special Education Administration Program at the University of Florida, examined the

recommendations made by 122 teachers of trainable children from Duval and the six participating counties. Her report identifies omitted skill areas as determined by an examination of teacher recommendations and an inspection of curriculum guides.

Her report is as follows:

June 14, 1973

Dear Mr. Geiger:

The curricular objectives which are listed below were found to be missing from the objectives already included in the materials developed thusfar. The inclusions are based upon recommendations made by 125 teachers from Dade, Duval, Palm Beach, Broward, Orange, Polk, and Hillsborough counties, as well as objectives found in the curriculum guides listed under "Sources".

Recommendations for Inclusion:

1) Sequencing of pictures--ideas in stories (2.1.1.4.)
2) Crossing at traffic light--light in the middle of the street and on corners require different rules (1.1.3.2.)
3) Add "medicated cream" (1.1.6.4.)
4) Naming family members (2.1.2.2.1.10)
5) Naming physical environment (2.1.2.2.1.11)
6) Identifying direction of the source of a sound--i.e., up, down, outside, beside, near, far
7) Understands concept of zero (2.2.3.1.)
8) Knows purpose of a bank
9) Distinguishes between plants and weeds (3.7.1.2.2.2.)
10) Proper use of drugs and medicines (1.1.3.7. or 1.1.5.4)
11) Drug education
12) Sex education
13) Knows importance of getting enough rest and sleep (1.1.5.5)
14) Understands need for exercise
15) Able to eat soup with spoon (1.1.2.2.4)
16) Able to put on clip-on tie
17) Add: thick - thin
heavy - light
height (2.2.1.1)
18) Add: many - few
empty - full (2.2.3.4)
19) Add: high - low
fast - slow (2.3.1.1.3)
20) Add: early - late
night - day
beginning - end
a long time
morning - afternoon

soon
later - now
noon - midnight
A.M. - P.M. (2.2.1.9)

21) Add: half, middle, same as, couple, few
22) Identifying environmental sounds (2.1.1.2.4)
23) Regulates the volume of voice appropriately
24) Recognizes weather names and their implications for daily activities
25) Awareness of types of animals, where they are found, and their contributions and dangers
26) Understands the purpose of a farm
27) Can identify local crops
28) Awareness of current events
29) Recognizes present-day famous persons who are in the spotlight and recalls basic information about them during conversation
30) Basic map-reading skills--water and land, USA, Florida, north, south, east, west
31) Travels independently within the school and can follow directions for finding his way around unfamiliar buildings (3.1.2.2.1.)
32) Travels independently in community by various transportation
33) Protects plants from extreme weather conditions
34) Visual figure-ground discrimination
35) Using a manual can opener (3.1.1.3.7.4)
36) Change fuse in fuse box (3.1.2.2.2.4)
37) Can handle "if...then" statements
38) Can handle "or" statements
39) Can use affirmative and "not" statements
40) Identifies rooms of the home and their appropriate furnishings
41) Identifies postage stamps
42) Fastens and unfastens seat belts
43) Develops sense of taste
44) Develops sense of smell
45) Identifies where to buy things
46) Identifies community workers and what they do--milkman, policeman, mailman, crossing guard, public health nurse, etc.
47) Identifies school personnel and what they do
48) Linear measure--miles (distance)
49) Looking up a telephone number in directory
50) Able to distinguish when foods are spoiled
51) Able to recognize obvious hazards and avoid them
52) Able to sit quietly while riding in a bus or car
53) Able to get on and off school bus safely
54) Carries messages to rooms near and far away (similar to 3.1.2.2.1.1)
55) Texture discrimination between tactile opposites:
warm - cold
wet - dry
rough - smooth
hard - soft

56) Gross motor development is not given enough emphasis, although some skills are part of the recreational skills

objectives:

throwing	pulling
hopping	pushing
jumping	rolling
jumping down	crawling
skipping	climbing
bouncing	lifting
catching	squatting

57) Physical fitness--carries out daily work and leisure activities without undue fatigue--strength, endurance, flexibility
58) Practices appropriate self-defense
59) Vocations - pipe cutting, filing, sorting, day care worker
60) Defrosting refrigerator
61) Cleaning hairbrushes
62) Awareness of community helping agencies
63) Knowledge of frontwards, backwards, sideways

Missing areas of curriculum:

Interpersonal Relationships

64) Receives or offers a compliment
65) Offers or accepts an invitation
66) Displays respect for adults and peers
67) Keeps hands to self
68) Waits turn
69) Stands up to greet elders or to be introduced
70) Selects good subjects for conversation
71) Holds door for strangers as well as family and friends
72) Discriminates between his own and others' property
73) Cares for personal property and property of others
74) Shares materials and equipment
75) Engages in cooperative play
76) Shakes hands
77) Understands and uses good manners words--please, thank you, you're welcome
78) Remains quiet without interrupting when others are talking
79) Steps aside when blocking the way of others
80) When eating:
Passes food before serving self
Waits for everyone to be served before eating
Remains at table until excused
Does not take food from others' plates
Does not play with food or lunch boxes

Emotional Growth

81) Control of uninhibited behavior and temper
82) Accepts constructive criticism
83) Does not exhibit unbecoming curiosity (nosiness)
84) Refrains from repeating gossip
85) Keeps a trust, secret
86) Distinguishes between truth and untruth and responds appropriately
87) Has a positive self-concept
88) Recognizes his capabilities and limitations
89) Can express his needs
90) Is a good winner and loser
91) Discriminates between "right" and "wrong"
92) Initiates self-improvement
93) Responds to "sh-h-h" gesture

Vocational Readiness

94) Understands concept of work
95) Knowledge of work concepts; difference between work and play, importance of good work habits and skill requirements
96) Understands that money is earned and that some jobs pay more than others
97) Has a concept of the relative values of property
98) Follows rules and regulations independently
99) Has a positive attitude toward authority and rules
100) Cooperates and works efficiently with peers
101) Realizes that people help others through work
102) Realizes that it takes many businesses and services to make up a functioning community
103) Follows directions
104) Takes orders from the leader
105) Follows through to completion of tasks
106) Maintains good attention span
107) Cooperates with others for the completion of a task
108) Refrains from perseveration on a task, idea, or action
109) Seeks assistance at appropriate times
110) Shows initiative in looking or asking for things to do
111) Able to locate objects in room unaided and to return objects to proper place after using
112) Works consistently and steadily throughout day
113) Is punctual
114) Shows concern for neatness and accuracy
115) Distinguishes between work of good and poor quality and consistently turns out adequate products

Sources

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Curriculum Skills List. Marion County, Florida, 1971-72.

An Experimental Curriculum for Young Mentally Retarded Children. Frances P. Connor and Mabel E. Talbot. Teachers College Press, Teachers College, Columbia University. New York, 1966.

A Guide for Sequential Development of Behaviors for Pupils with Moderate Intellectual Limitations. Board of Education of Baltimore County--Prepared under the direction of Benjamin P. Ebersole, Mary Allen Saterlie, Katherine Klier, Jerome Davis, and Joshua R. Wheeler. Towson, Maryland, 1970.

Job Descriptions Token Economy. Center for Development and Learning Disorders. University of Alabama in Birmingham.

Physical Education Curriculum for the Mentally Handicapped. Donald G. Voss. Wisconsin Department of Public Instruction, 1971.

Pine Castle Center--Work Evaluation Program. Jacksonville, Florida.

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Social Learning Curriculum for the Educable Mentally Retarded. F.G.S. Yeshiva University, Herbert Goldstein, Director, New York.

Systematic Instruction for Retarded Children, The Illinois Program, Parts II, III, and IV.

The Trainable Child: Preparation for Life. Special Education Curriculum Development Center, Iowa State Department of Public Instruction and University of Iowa, 1971.

Trainable Children: Curriculum and Procedures. Julia Molloy. New York: John Day Company, 1972.

After comparing the contents of this report with the new objectives developed after publication of the 1972-73 catalog of objectives, it was determined that the following objectives should be added to those developed during the 1972-73 project year:

Concepts of:

- zero
- heavy - light
- empty - full
- high - low
- fast - slow
- early - late
- night - day
- beginning - end
- morning - afternoon
- later - now
- A.M. - P.M.

Throwing
Hopping
Jumping
Jumping Down
Skipping
Bouncing
Catching
Pulling
Pushing
Rolling
Crawling
Climbing
Lifting
Squatting
Holds door

Passes food
Requests food
Does not take food from plate of another
Does not play with food
Posture and hands as they should be while eating
Mouth closed while eating

Using a T.V.
Identifies numbers
Protects plants from extreme weather conditions
Fastens and unfastens seat belts
Able to get on and off school bus safely
Follows through to completion of task
Refrains from perseveration on task, idea, action
Seeks assistance at appropriate times
Strings beads
Works puzzles

Prompt
Shares
Takes turns
Opens cellophane bag
Uses and disposes of a paper towel
Uses safety pins
Hangs clothes on a hook
Identification of picture of self
Knows own sex
Tells date of birth
Shells certain foods
Mixes liquid fertilizer

Citizenship:

- Does not litter in classroom
- Stands for pledge
- Cares for personal property

Verbal Interaction:

- Apologizes
- Responds truthfully
- Asks permission to use the property of another

Mobility in Environment
Nose Picking

A complete report on the validation of objectives by teachers in other counties will be forthcoming.

4.4 A complete report on the validation of objectives by 97 parents in group situations and 57 parents using a Q-Sort technique will be forthcoming.

4.5 A complete report on the validation of objectives by the Duval Association for Retarded Children, the Division of Mental Retardation's Regional Center, Vocational Rehabilitation, Pine Castle School, and United Cerebral Palsy will be forthcoming.

4.6 The objectives were incorporated into the evaluation design reported in 3.6 of the Activities to Accomplish Objectives section of this report.

4.7 See Report of Evaluation Panel under 4.1 of this report.

4.8 A report on the activities used to assess pupil performance on individually selected objectives for all 258 pupils will be forthcoming. This report will also include information on the performance of 200+ students on the Writing cluster and the performance of 50+ students on the Counting and Numeral Identification modules.

4.9 The objectives on Relating to the Environment component which were developed during the 1972-73 project year with the aid of video tapes will be published in the 1973-74 version of the catalog.

A user's manual will be developed by the end of the 1973-74 project year to accompany the final version of the catalog.

5. Justification:

The executive desk and chair were used by the project director in carrying out project activities. The file cabinets and stencil cabinets were used for storing project materials. The cassette tape recorders were used to assess student performance on the Speaking cluster. The videotape equipment was purchased to help implement the original evaluation design and to produce training tapes for teachers. Subsequent decisions have made use of this equipment unnecessary.